BRIGHTON GIRLS
MORE ABLE STUDENTS POLICY

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1.   PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by BGS related to more able learners at Brighton Girls.

This policy is applicable to Brighton Girls Senior, Prep & Sixth Form School.

2.   LIST OF ABBREVIATIONS & MEANINGS

ALIS	Advanced Level Information System
AS	Advanced Subsidiary Level
BGS	Brighton Girls' School, GDST
CPD	Continues Professional Development
DfE	Department for Education
EAL	English as an Additional Language Community
EiC	Excellence in Cities
EPQ	Extended Project Qualification
EYFS	Early Years Foundation Stage
G&T	Gifted and Talented
GCSE	General Certificate of Secondary Education
GDST	Girls' Day School Trust
HOD	Head of Department
LSCB	Local Safeguarding Children Board
MA	More Able
MidYIS	Middle Years Information System
MOOC	Massive Open Online Course
Ofsted	the Office for Standards in Education, Children's Services and Skills
PIPS	Performance Indicators in Primary Schools
SEND	Special Educational Needs and Disabilities
SIMS	School Information Management System
SISRA	Service for Improved Schools' Results Analysis
SLT	Senior Leadership Team
SMT	Senior Management Team
TPQ	Temple Project Qualification – our in-house EPQ for years 7-10
May / Should	Advisory
Shall / Must	Mandatory

3. GENERAL REQUIREMENTS

3.1. Mission statement for the provision for more able pupils at Brighton Girls' School.

SEND – Statement of Fundamental Principles

3.1.1. Ethos and Purpose

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which the provision of support for learning is based and is a core part of the GDST's and Brighton Girls' School's values.

Our school has a role to play in creating a positive learning environment, which promotes a belief in what may be possible and a view of ability that is fluid, not fixed. The whole school ethos reflects the value that we place on diversity and the respect accorded to all individuals. Support for a variety of learning needs should be seen as a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

3.1.2. The Nature of Provision

Provision for learning needs is now best expressed in terms of 'learning support'. Learning support is an umbrella term indicating the provision for a variety of types and levels of need, including SEND, EAL, MA, and disabilities. This provision encompasses curriculum planning, support for individual pupils or groups of pupils within the classroom in terms of effective differentiation support for those responsible for teaching these pupils, and supplementary provision.

3.1.3. Provision for More Able Students

In terms of provision for our most able students, enabling all students to reach their full potential will encompass recognizing, nurturing, rewarding and celebrating both potential and developed talents and aptitudes, and, in turn, offering opportunities for pupils to use these to contribute to the community.

Our approach is essentially holistic – provision to develop and extend talents and aptitudes is placed in the context of the development of the 'whole child', whose wellbeing and sense of personal fulfilment are as important as, and integral to, stretch and challenge. Pastoral support for the more able pupils therefore sits alongside academic support.

Providing for the full range of ability is a whole school issue: just as we believe that all teachers are teachers of special needs, all teachers are teachers of the more able. All staff have a recognized part to play in providing an environment in which the more able thrive, enhancing and enriching all aspects of learning. Such a classroom environment is characterised by:

- An ethos in which learning is valued for its own sake;
- Stimulating content which motivates students;
- Varied teaching methods which cater for different learning styles;
- An emphasis upon higher order thinking skills and learning about learning;
- Opportunities for risk taking and independent learning;
- High expectations;
- The challenge to extend learning beyond the classroom, and the encouragement to engage with the wider learning community beyond the school gates.

Pupils are known as individuals, and the school provides them with an experience, both inside and outside the classroom, which is tailored to their unique learning profile. This ethos is an inclusive one: all pupils benefit from challenge, variety and open ended tasks, and every child has areas of relative personal strength that should be nurtured. The aim is to enrich and enhance learning rather than provide 'bolt on' or extension activities for the few, which can prove divisive and demotivating.

In the same way, whilst many optional activities offered by the school may be of particular interest and benefit to the more able, e.g. cultural clubs, challenges and competitions, they are not restricted to specific individuals.

3.2.   Links to whole school ethos/ strategy / other policies

This policy links to our Teaching and Learning policy, our School Development Plan and policies developed by individual departments for the identification and provision for more able pupils. All policies are available on Firefly.

3.3.   Definition of MORE ABLE PUPILS at Brighton Girls' School, GDST

We have agreed a definition of more able pupils in line with DfES EiC guidance that incorporates the following:

- The DfE and Ofsted define the most able in terms of those whose progress significantly exceeds age related expectations.
- Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

Historically the terms 'Gifted' and 'Talented' were used: gifted pupils defined as those who exhibit superior academic performance in one or more curriculum

subjects and talented pupils defined as those who exhibit enhanced creative talents in sport or through musical or artistic abilities. However, while we are aware as a staff of individual subject/skill strengths, we prefer the openness of referring to these pupils as more able or exceptionally able and believe that this reflects the fluid nature of ability more effectively and without limitations.

3.4. Identification

Since ability is a fluid concept which can be developed through challenge, opportunity and self-belief, we rank provision before identification. Provision for all should enable more students to develop their abilities and so the number of more able pupils will rise. Addressing the needs of the identified more able learners will raise achievement for a much wider group.

BGS aims for a holistic approach to identification of more able pupils. Students are identified as more able through a variety of methods, supporting the school's ethos that each pupil is an individual whose abilities and needs must be given varied opportunities to flourish.

In accordance with DfES EiC guidance, we will identify a most able, gifted and talented pupil cohort comprising 5-10% of pupils in each relevant year group.

We will utilise a range of identification tools and will use both quantitative hard data evidence and a wide range of qualitative information.

We will identify through the following procedures:

1. Identification through standardised baseline data from external tests, such as MIDYIS, ALIS as well as public examination results (quantitative)
2. Identification through internal assessment results (quantitative)
3. Nomination by teachers, using Department descriptors (qualitative and quantitative)

The More Able Coordinator (Deputy Head Academic) will be responsible for producing and updating the register, liaising with HoDs to do so. Staff should ensure that these girls are identified in their planning.

We do not formally identify girls as Gifted and Talented to avoid potential demotivation but also because we believe in the potential of all our students and do not limit opportunities which are best offered to all. The list is confidential and should not be discussed with girls.

Our identification processes will be reviewed regularly and pupil performance will be monitored appropriately.

There will be two formal opportunities every academic year in January and July when Heads of Department will be asked to review the names on the register.

3.5.   Quantitative data

This includes the results of baseline tests (MidYIS, ALIS, public examinations and other available test data, such as standardised ability tests; and music, art and sporting assessments.

- Pupils with a standardised MidYIS score of 130 or over will be placed on the register. These students are in the top 2% nationally and is the traditional definition of mentally gifted.
- HODs will monitor performance at GCSE and AS or other standardised tests and put high scoring pupils on the register
- Pupils who have auditioned for a performance or had trials at county / national level will be considered for inclusion

3.6.   Qualitative data

This includes teacher assessment and nomination, pupil observation and the examination of pupils work, subject specific checklists and referral from those closely involved with the pupil.

Each department within Brighton Girls' Senior School has identified pupils using work samples, observation notes and against a checklist of observable characteristics. They have all also considered the factors listed below.

Howard Gardner's model of the seven Multiple Intelligences

Intelligence Type	Capability and perception
Linguistic	Words and language
Logical - mathematical	Logic and numbers
Musical	Music, sound, rhythm
Bodily - Kinaesthetic	Body movement control
Spatial - Visual	Images and space
Interpersonal	Other people's feelings
Intrapersonal	Self-awareness

Additional Intelligences

Intelligence Type	Capability and perception
Naturalist	Natural Environment
Spiritual/Existential	Religion and 'ultimate issues'
Moral	Ethics, humanity, value of life

- The information has been gathered from standardised baseline tests, internal and external examination data together with qualitative data. All departments

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are surveyed and asked to submit names to the MA Coordinator, who has compiled a register which has then been checked by Heads of Department. This register will be reviewed twice a year (January and July) and published to staff in September, when they are getting to know their new classes.

- Our aim will be to check the register to ensure that it accurately reflects the school cohort as a whole, and 'difficult to identify' groups (e.g. SEN, EAL, disaffected or disadvantaged learners, pupils young in the year group) are represented.
- Where possible, staff nominations should be backed up with hard and preferably standardised data as outlined above.
- Ensuring that students' gifts and talents are supported and developed depends in part on ensuring that children are given opportunities to demonstrate their ability or potential – so part of the identification process should be the use of a variety of classroom approaches which allow all forms of ability to be demonstrated.

3.7. Provision

3.7.1. Classroom provision

Providing for gifted and talented pupils is a whole school issue. It is the role of every teacher to plan for the needs of their more able students. Provision for gifted and talented students should be seen as an integral part of effective school practice.

The following teaching styles and approaches are some of those often associated with provision for the more able – and in fact with raising standards across the ability spectrum.

- Encouraging making connections – drawing on cross-curricular links and actively encouraging students to relate learning to prior knowledge/experience;
- Exploration & enquiry – creating as many opportunities for open-ended learning as possible – avoiding over-reliance on pre-determined learning outcomes;
- Deepening / broadening / accelerating content;
- Creating extended learning sessions, placing specific emphasis on creativity, thinking skills and problem solving within curriculum planning;
- Questioning techniques – promoting higher order thinking;
- Allowing 'time to think' before expecting contributions from pupils;
- Getting pupils to ask as well as answer questions – developing opportunities for independent learning, creating a 'Community of Enquiry';
- Varying teaching approaches to appeal to different learning styles;

- Peer and self assessment (including getting students to devise their own assessment criteria);
- Co-construction of knowledge / the curriculum – encouraging students to play an active role in planning for their own future learning;
- Individualised target-setting – encouraging students to be actively involved in establishing their own targets for further development;
- Making specific reference to opportunities for extending learning in planning and schemes of work.
- Groupings – working with pupils of similar abilities or leading group work in a class; whole year group activities (for example, on enrichment days) to enable productive groupings
- The use of ICT and online resources to provide additional materials and stretch and challenge more able students;
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become more self-critical;
- Creative, open-ended tasks;
- Allowing student choice in topic/task/approach
- Using feedback and marking to allow for progress in accordance with ability;
- Pace of learning – modify to match ability
- Conceptual learning to feature highly with tasks which prioritise problem-solving, enquiry, high-level analysis, application and synthesising of learning, bigger picture thinking
- Advanced material – from next key stage or reflecting contemporary concerns

  For useful sources of material, see the 'recommendations' section.

3.7.2. Enhancement and Enrichment

- Suspending the timetable or block learning sessions e.g. during Enrichment Days, TPQ and EPQ;
- Cross-curricular / cross-phase projects – trans-disciplinary learning opportunities that create opportunities to develop key skills as well as delivering curriculum content, B-RIGHT-ON page of Firefly;
- Using assemblies;
- Think pieces/puzzles etc. on display boards;
- Thinking skills challenges e.g. during registration, around the school…
- Seminar groups (reading groups, discussion of philosophical / ethical issues, 'culture vultures' etc.);
- Master classes / workshops etc.;
- Talks / speaker programmes Clubs – e.g. philosophy, creative writing, etc.;
- Challenges / competitions – national maths challenges, GDST prizes, science Olympiads etc.;
- Student publications – writing for and running (e.g. Sixth Form Magazine);

- Training in soft skills, e.g. enterprise, leadership skills, commercial awareness.
- Support with applying to highly selective universities or courses;
- Design Thinking – fostered by (but not limited to) the Design Hub

Suggestions for External awards, courses etc.:

- Extended Project Qualification;
- OU modules: http://www.open.ac.uk/yass/index.php;
- Maths Challenge: http://www.mathcomp.leeds.ac.uk/;
- GDST competitions – eg Laurie Magnus Poetry Prize, Sommerville & Gurney Award
- GDST conferences – eg for sixth form: Inspire South
- Crest awards: http://www.britishscienceassociation.org/crest-awards
- MOOCs
- UK Linguistics Olympiad: http://www.uklo.org/;
- Schools Challenge (schools version of University Challenge);
- Common Purpose leadership courses for young people: http://www.commonpurpose.org.uk/home.aspx;
- Kilve Court courses for gifted and talented: http://www.kilvecourt.org/;
- Links with local universities;
- Courses and events offered by local museums and galleries.

Able pupils who work quickly may well benefit from additional breadth of education, additional research opportunities, extended learning, and/or extra subject content.

3.8. Organisational Issues

3.8.1. Role of MA Coordinator

The role is taken on by the Deputy Head (Academic) with a direct route to SMT, and an active presence at both Head of Year and Head of Department meetings. In addition, and as a direct result of these, MA identification and provision will be embedded within the whole school as a standing item on meeting agendas.

3.8.2. Management

- Developing, overseeing the implementation of, monitoring and evaluating the school's MA policy;
- Ensuring that the policy is reflected across the curriculum and in school literature such as departmental handbooks;
- Influencing the school's policy in other areas, e.g. curriculum, assessment, homework etc.;
- Exemplifying and promoting MA provision in the classroom and beyond.

3.8.3. Coordinating within school

- Maintaining the MA register and ensuring that there is regular discussion at year group / department meetings in order to establish identification of able students;
- Carrying out audits of school provision;
- Giving an overview of opportunities offered;
- Coordinating enrichment opportunities and extra-curricular clubs available in school, where this role is not covered by existing SLT;
- In conjunction with the form tutor and pastoral staff, keeping an overview the academic progress and emotional needs and wellbeing of MA students;
- Having a place on a clear chain of communication from tutors / class teachers to Heads of Year and parents;
- Supporting individual staff and departments in ensuring that their curriculum and approaches to teaching and learning provide appropriate challenge and support;
- Organising and leading CPD in MA provision.

3.8.4. Coordinating outside school

- Keeping up to date with developments in teaching MA students and related areas such as creative thinking and independent learning;
- Maintaining partnerships with local initiatives within both the maintained and the independent sector;
- Establishing partnerships with other Trust schools and keeping in contact with other MA Coordinators.

3.8.5. Finance

The MA Coordinator will have the support of the DFO to subscribe to relevant publications or academic bodies and to support provision of activities beyond the curriculum.

Primarily therefore, the role of MA coordinator is a management and organisational position – not a hands-on teaching position.

3.9. Monitoring and evaluation / self-evaluation

3.9.1. Pastoral Care

The responsibility for the pastoral needs of all pupils, including the gifted and talented, is within the remit of all class/form and subject teachers. Through class observation and assessment, teaching staff are best placed to identify any pastoral concerns of the pupils they teach. The list below will assist staff to recognise some of the difficulties that individual MA pupils may be experiencing. However, the list is generic and there may be more individualised concerns that a teacher recognises.

Where there are pastoral concerns, staff are encouraged to consult the MA Coordinator who can provide advice and support for individual cases.

Difficulties often associated with more able and exceptionally pupils, which are useful for teachers and tutors to be aware of:

Low self-esteem / possible pastoral problems:

- More able and exceptionally able children are often more aware of the reactions of others and can feel 'different' and become isolated;
- They can associate success with self worth;
- They can be perfectionists and therefore do not gain satisfaction from lesser achievement;
- They may struggle with increased expectations of self or from others;
- They can experience fear of failure and consequentially have an aversion to risk.

Factors for underachievement in more able students:

- Anxiety and weak academic self-concept;
- Tendency to believe they cannot do something;
- Compliance and reluctance to experiment;
- Under-performance in tests requiring higher order skills – style may be narrative and tentative;
- Preoccupation with appearance of work / perfectionism;
- Tendency to write too much;
- Often hardworking but not self-promoting, reluctance to volunteer in public.

Strategies for counteracting difficulties:

- Encourage students to work to their own achievable goals;
- Provide a safe environment;
- Promote a belief in individuality (as opposed to a pressure to conform – girls in particular can underachieve in order to fit in socially);
- Celebrate success;
- Encourage pupils to see error in a positive light;
- Help students to feel they 'belong';
- An overriding focus on talent development risks compromising the development of the whole child – schools should maintain a holistic approach to development.

3.9.2. Monitoring provision

Pupil progress and welfare is best monitored via the form tutor and Head of Year, alongside tracking sheets on SIMS and GDST inform. The MA Coordinator can

however keep an overview of involvement in specific activities, provide advice and intervene if felt to be appropriate.

- The MA co-ordinator should be aware of the students in need of 'stretch and challenge'/more able provision. This is usually in the form of a register that is regularly updated;
- Department and subject handbooks have a MA policy that reflects the school policy. Handbooks should be stored electronically so that the MA co-ordinator can access the policy;
- Departmental provision for MA will be audited periodically;
- MA provision will be a standing agenda item at department / subject / pastoral meetings (under SEN) and regularly discussed at SLT level;
- MA co-ordinators will attend department / subject / tutor meetings to focus on current provision, or the minutes of such meetings should be passed to the MA Coordinator;
- All teachers should keep baseline data – PIPS/MidYIS/Yellis/ALIS in mark books and more able pupils should be identified. This should be monitored by heads of department/subject; this information is also recorded on SIMS.
- As part of an agreed approach to classroom observation, MA co-ordinators/heads of department/subject/SLT may attend lessons/parts of lesson with a focus on MA;
- MA can be the focus of work scrutiny at department/subject/whole school level;
- Philosophy of and provision for MA will be discussed at staff meetings to identify opportunities for higher order thinking skills – these opportunities can be for all students and are built into schemes of work;
- The extra-curricular programme is kept under review to ensure it offers a wide range of opportunities for enrichment;
- The extracurricular programme and attendance of specific students is monitored with an attendance register taken. The form tutor should also maintain a record of pupils' extracurricular interests both in and, as far as possible, outside school. These records should be available to MAG /pastoral team.

3.9.3. Information sharing

The MA Coordinator may also share information about teaching approaches or other matters of philosophy or procedure with staff by:

- CPD – The MA coordinator should keep up to date with new research and development nationally and share this through formal (e.g. Curriculum committee, staff meetings and informal staff CPD;
- Contributing to staff / department / year group meetings;
- Giving advice;
- Modelling effective practice;

- Team teaching;
- Providing resources;
- Disseminating information;
- Leading discussion / collaborative enquiry / a focus group;
- Auditing all aspects of provision;
- Involvement in provision in collaboration with other schools.

3.9.4. Transfer and transition:

The most effective transition arrangements feature:

- Early and consistent data transfer (pupil records, results, reports etc.) used to set expectations;
- Teacher collaboration before and after transition (including observation);
- Continuity in curriculum;
- Joint primary / secondary projects;
- Monitoring of progress in Y7.

General information on the school's approach to MA will be included in the school's prospectus and during induction events, and activities might be featured in newsletters or on the school's website.

Effective additional partnership with parents will involve:

- Regular communication (newsletters, parents' evenings etc.);
- Giving parents the opportunity to volunteer and contribute to extending provision;
- Learning at home;
- The opportunity to be involved in decision making;
- Involvement in the wider community.

3.10. Arrangements for review and development of the policy.

Evaluation of MA provision is important to ensure that the school's provision is effective and continues to evolve. The process of evaluation will be incorporated into school/departmental self evaluation.

Evaluation can focus on the provision itself (i.e. what's on offer) and its impact. Some of the evidence that might be used includes:

3.10.1. Evaluation of provision:

- Maintenance of register (is it representative/up to date/disseminated etc.);
- Departmental audits (of policy/schemes of work/activities offered);
- Classroom observation records;
- Work scrutiny;
- Analysis of extracurricular activities (what is on offer / participation rates);
- Suitable resources available for pupil use (e.g. in the library);

- Staff training offered.

3.10.2. Evaluation of impact:

- Hard data: internal and external exam results, value added tests etc. (however these will be the outcome of a range of factors and it can be difficult to measure further achievement at the top end – more 'challenging' hard measures might be e.g. Oxbridge or Russell Group University offers – although these are also affected by other factors);
- Pupil reports;
- Results of target setting;
- Teacher observation;
- Evaluation sheets for specific activities;
- Pupil self evaluation e.g. in skills and dispositions for learning;
- Pupil surveys;
- Parent surveys.

3.10.3. Recommendations

- http://www.nace.co.uk/ (National Association for Able Children in Education)
- http://teachertools.londongt.org/index.php?page=home (London Gifted and Talented)
- http://www.literacytrust.org.uk/ (National Literacy Trust)
- http://www.teachingexpertise.com/gifted-talented
- http://www.nationalcollege.org.uk/ (National College for School Leadership)
- http://www.brightonline.org.uk/
- http://www.woodlands-junior.kent.sch.uk/teacher/ (Primary School site with free resources and ideas)
- http://durham.schooljotter.com/coxhoe (Primary School site with free resources and ideas)
- http://www.tes.co.uk/searchResults.aspx?area=all&keywords=gifted+and+talented (TES search results for Gifted and Talented)
- http://www.thinkingschool.co.uk (Kestrel Education – 'Creating Thinking Organisations')
- http://www.aquila.co.uk/ (Magazine 'for challenge and inspiration' for 8-13 year olds)
- http://nrich.maths.org/public/index.php (maths enrichment activities)
- http://www.figurethis.org/index.html (maths challenge activities)

Local Education Authority websites are a good source of G&T resources.

3.10.4. Sources for training

- NACE http://www.nace.co.uk/
- NAGC http://www.nagc.org/
- Youth Sport Trust http://www.youthsporttrust.org/page/home-welcome/index.html
- London G&T http://www.londongt.org/

- Learning Works http://www.learning-works.org.uk/
- C J Simister http://cjsimister.com/FutureSmart/Raising.html
- Barry Hymer http://barryhymer.co.uk/index.php
- Geoff Dean http://shapingeducation.com/
- Will Ord http://www.thinkingeducation.co.uk/

4. APPENDIX

NIL

5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
Brighton & Hove High School MAGT Policy	01	September 2016	NIL	Heidi Boyes	Expired
Brighton & Hove High School MAGT Policy	02	November 2017	Full Review & New Policy Template	Heidi Boyes Paul Fairhurst	Expired
Brighton Girls: MAGT policy	03	September 2019	Review; school name change	Kate Ashdown	Expired
Brighton Girls: More Able Learners Policy	04	October 2019	Policy name change; updates to provision suggestions	Kate Ashdown	Live

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